

Adult Education and Literacy Performance Measures and Benchmarks			
Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.			
Performance Measures	Fiscal Year 2004	Fiscal Year 2005	Proposed for Fiscal Year 2006
Beginning Literacy 0 - 1.9 The percentage of adult learners enrolled in Beginning Literacy who completed that level.	25% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	28% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	33% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Beginning Basic Education 2.0 - 3.9 The percentage of adult learners enrolled in Beginning Basic Education who completed that level.	32% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	36% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	37% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Intermediate Basic Education 4.0 - 5.9 The percentage of adult learners enrolled in Low Intermediate Basic Education who completed that level.	35% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	39% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	36% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
High Intermediate Basic Education 6.0 - 8.9 The percentage of adult learners enrolled in High Intermediate Basic Education who completed that level.	37% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	40% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	41% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
Low Adult Secondary Education 9.0 - 10.9 The percentage of adult learners enrolled in Low Adult Secondary Education who completed that level.	50% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	50% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.	48% of enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
High Adult Secondary Education 11.0 - 12.9 The percentage of adult learners enrolled in High Adult Secondary Education who completed that level.			

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Beginning ESL Literacy The percentage of adult learners enrolled in Beginning ESL who completed that level. <small>[CASAS (Life Skills): 165-180; SPL (Speaking): 0-1; SPL (Reading and Writing): 0-1; Oral Best: 0-15]</small>	20% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	29% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	33% of beginning literacy (ESL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
Beginning ESL The percentage of adult learners enrolled in Beginning ESL who completed that level. <small>[CASAS (Life Skills): 181-200; SPL (Speaking): 2-3; SPL (Reading and Writing): 2-4; Oral Best: 16-41]</small>	22% of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	34% of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	34% of beginning ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
Low Intermediate ESL The percentage of adult learners enrolled in Low Intermediate ESL who completed that level. <small>[CASAS (Life Skills): 201-210; SPL (Speaking): 4; SPL (Reading and Writing): 5; Oral Best: 42-50]</small>	24% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	38% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	39% of intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
High Intermediate ESL The percentage of adult learners enrolled in High Intermediate ESL who completed that level. <small>[CASAS (Life Skills): 211-220; SPL (Speaking): 5; SPL (Reading and Writing): 6; Oral Best: 51-57]</small>	24% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	38% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	39% of high intermediate ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
Low Advanced ESL The percentage of adult learners enrolled in Low Advanced ESL who completed that level. <small>[CASAS (Life Skills): 221-235; SPL (Speaking): 6; SPL (Reading and Writing): 7; Oral Best: 58-64]</small>	24% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	24% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	24% of low advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.
High Advanced ESL The percentage of adult learners enrolled in High Advanced ESL who completed that level. <small>[CASAS (Life Skills): 236 and above; SPL (Speaking): 7 and above; SPL (Reading and Writing): 8 and above; Oral Best: 65 and above]</small>	24% of high advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	24% of high advanced ESL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete the educational functioning level.	No standard for FY'06

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Core Indicator #2: Entered employment.			
Performance Measures	Fiscal Year 2004	Fiscal Year 2005	Proposed for Fiscal Year 2006
The percentage of unemployed adult learners who have a goal of obtaining employment and enter the workforce.	42% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.	44% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.	45% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.
Core Indicator #3: Retained employed.			
Performance Measures	Fiscal Year 2004	Fiscal Year 2005	Proposed for Fiscal Year 2006
The percentage of adult learners who retained employment who had a goal of improved or retained employment.	42% of adults were retained on the job or advanced on the job.	50% of adults were retained on the job or advanced on the job.	51% of adults were retained on the job or advanced on the job.
Core Indicator #4: Receipt of a secondary school diploma or GED.			
Performance Measures	Fiscal Year 2004	Fiscal Year 2005	Proposed for Fiscal Year 2006
The percentage of adults enrolled who had a goal of passing the GED and earned a high school diploma or recognized equivalent.	52% of adults earned a high school diploma or recognized equivalent.	47% of adults earned a high school diploma or recognized equivalent.	48% of adults earned a high school diploma or recognized equivalent.
Core Indicator #5: Placement in postsecondary education or training.			
Performance Measures	Fiscal Year 2004	Fiscal Year 2005	Proposed for Fiscal Year 2006
The percentage of adult learners who had a goal of entering postsecondary education and were enrolled for other academic or vocational programs at the postsecondary level.	32% of adult learners whose primary or secondary goal was postsecondary education or vocational training.	30% of adult learners whose primary or secondary goal was postsecondary education or vocational training.	27% of adult learners whose primary or secondary goal was postsecondary education or vocational training.